



Summerville Elementary

835 South Main Street
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	939 Students	
Principal	Dr. Eugene Sires	843-873-2372
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

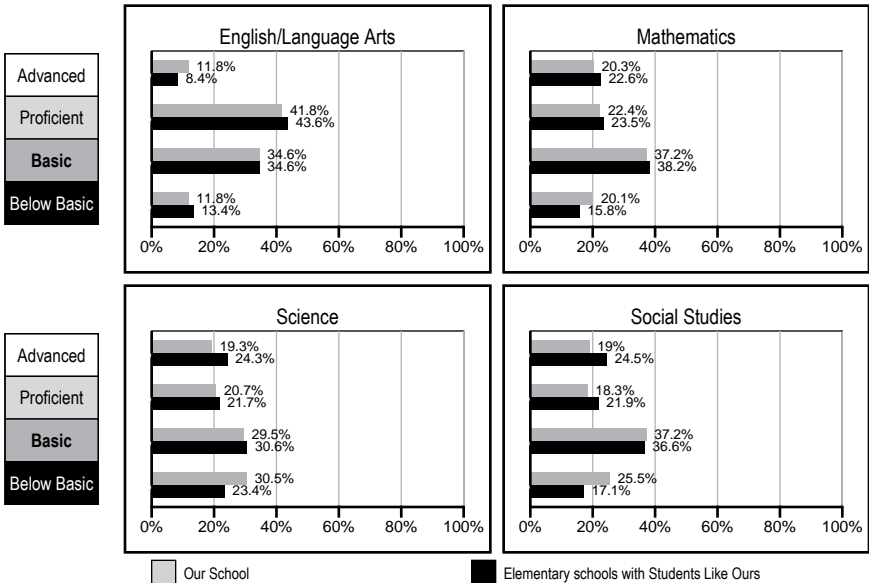
93.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	33	54	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=939)				
First graders who attended full-day kindergarten	93.2%	Down from 97.1%	100.0%	100.0%
Retention rate	1.8%	Up from 1.3%	1.8%	2.3%
Attendance rate	96.4%	No Change	96.5%	96.3%
Eligible for gifted and talented	18.0%	Down from 20.1%	16.6%	10.4%
With disabilities other than speech	6.3%	Up from 5.1%	6.6%	7.5%
Older than usual for grade	0.4%	Down from 0.6%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.7%	Up from 2.0%	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	62.7%	Up from 62.1%	60.4%	56.7%
Continuing contract teachers	88.1%	Up from 86.2%	81.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.7%	Down from 91.5%	89.5%	86.4%
Teacher attendance rate	94.7%	Up from 94.4%	94.7%	94.9%
Average teacher salary	\$49,523	Up 1.6%	\$46,636	\$45,345
Professional development days/teacher	10.5 days	Up from 10.1 days	13.2 days	12.6 days
School				
Principal's years at school	26.0	Up from 25.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 17.4 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 89.9%	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,855	Up 4.4%	\$6,488	\$7,052
Percent of expenditures for instruction*	66.4%	Up from 64.7%	69.8%	69.1%
Percent of expenditures for teacher salaries*	63.2%	Up from 6.0%	65.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Summerville Elementary School is an inviting school "Where Children Come First." Our mission is to help students develop the desire and skills to become literate, life-long learners and responsible citizens. SES has been recognized as a National Blue Ribbon School, Palmetto's Finest, a School of Promise, a Red Carpet School, and an exemplary school for both our reading and writing programs.

Our teachers plan lessons to address a challenging standards-based curriculum. The second full year of MAP testing was implemented, and teachers used the data to differentiate instruction and enhance the curriculum. Effective programs such as our district literacy model capitalize on student learning and provide balanced literacy instruction in grade level, differentiated instruction, fluency, word study, and writing. READ 180, an intensive research-based reading intervention program, serves 60 students. Special reading programs maximize early instruction with differentiated reading programs in kindergarten, first, and second grades. Our HOSTS (Help One Student To Succeed) program is nationally recognized as an outstanding program that involves 168 community mentors. SES enhances the technology program using SMART Boards, Odyssey software, FAST Math, Successmaker, and Study Island.

Several programs have been implemented to meet the challenges and changes of our growing population. The role of the RTI (Response To Intervention) teacher is to assess students using a scientifically based assessment. This data is used to develop appropriate interventions for students who fall in the Intensive (bottom 5%) and Strategic (next 15%) groups. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is the assessment piece used to gather data about our students.

Our school is in the second year implementation of Positive Behavioral Interventions and Supports (PBIS), a school-wide discipline program. PBIS has an instructional focus where school expectations are clearly defined and modeled for our students. It teaches social behavior, consequently making the most of instructional time and student achievement.

Working together we will provide a safe, nurturing atmosphere and a curriculum enhanced by parental and community involvement to ensure that children always come first at Summerville Elementary.

E. Eugene Sires, Principal
Shannon Raglin & Tammie Golden, SIC Co-chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	142	88
Percent satisfied with learning environment	96.9%	89.4%	93.1%
Percent satisfied with social and physical environment	96.9%	83.8%	86.4%
Percent satisfied with school-home relations	93.8%	84.5%	93.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	469	100	11.4	34.1	41.1	13.4	66.6	57.8	48.2	Yes	Yes
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Gender											
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Male	230	100	15.2	38.2	36.9	9.7	60.4	50.7	41.7	N/A	N/A
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Female	239	100	7.6	30	45.3	17	72.6	65.6	55	N/A	N/A
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Racial/Ethnic Group											
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White	259	100	5.2	25.8	50.4	18.5	77.8	65.8	60	Yes	Yes
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African American	182	100	21	44.9	26.9	7.2	49.7	41.1	31.7	Yes	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	72.3	70.4	I/S	I/S
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Hispanic	14	100	14.3	57.1	28.6	0	50	45	38.4	I/S	I/S
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American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
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Disability Status											
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Disabled	66	100	33.3	31.7	15	20	38.3	21.9	16	Yes	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency											
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Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
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Socio-Economic Status											
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Subsided meals	203	100	17.7	47	28.7	6.6	50.8	40.7	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	469	100	19.5	36.6	22	21.8	54.1	49.8	45.8	Yes	Yes
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Gender											
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Male	230	100	20.3	34.1	24	21.7	54.8	50.5	45.6	N/A	N/A
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Female	239	100	18.8	39	20.2	22	53.4	49.1	45.9	N/A	N/A
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Racial/Ethnic Group											
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White	259	100	8.5	31.5	27.4	32.7	71	59.9	59	Yes	Yes
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African American	182	100	36.5	43.1	13.2	7.2	29.9	28.3	26.9	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	67.1	71.3	I/S	I/S
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Hispanic	14	100	28.6	28.6	35.7	7.1	42.9	37.4	38.1	I/S	I/S
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American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
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Disability Status											
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Disabled	66	100	46.7	23.3	10	20	36.7	21.7	17.1	Yes	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency											
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Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
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Socio-Economic Status											
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Subsided meals	203	100	33.1	42	14.9	9.9	33.7	32	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	310	100	29.8	29.1	20.4	20.8	41.2	42	35.7	96.4	96.1
Gender											
Male	148	100	26.8	26.8	21.7	24.6	46.4	45.1	37.4	96.4	95.9
Female	162	100	32.5	31.1	19.2	17.2	36.4	38.7	33.8	96.4	96.3
Racial/Ethnic Group											
White	169	100	11.2	28	26.7	34.2	60.9	52.4	49.2	96.1	96
African American	120	100	55	29.4	11	4.6	15.6	20.7	17	96.7	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	96.2	97
Hispanic	11	100	54.5	36.4	9.1	0	9.1	27.1	24.9	96.9	96.1
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	96.1	95.8
Disability Status											
Disabled	45	100	48.7	17.9	15.4	17.9	33.3	21.6	14	95.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	97.1	96.5
Socio-Economic Status											
Subsided meals	132	100	44	37.1	11.2	7.8	19	24.5	21.1	95.7	95.3
Social Studies											
All Students	313	100	25.2	36.4	18	20.4	38.4	43.2	34	96.4	96.1
Gender											
Male	152	100	27.8	35.4	16	20.8	36.8	46.4	36.6	96.4	95.9
Female	161	100	22.7	37.3	20	20	40	39.7	31.3	96.4	96.3
Racial/Ethnic Group											
White	178	100	15	31.2	23.1	30.6	53.8	51	44.5	96.1	96
African American	120	100	41.3	44	9.2	5.5	14.7	25.8	19.1	96.7	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	96.2	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	32.8	27.5	96.9	96.1
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	96.1	95.8
Disability Status											
Disabled	47	100	44.2	25.6	7	23.3	30.2	20.9	14.4	95.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	97.1	96.5
Socio-Economic Status											
Subsided meals	130	100	38.1	42.5	10.6	8.8	19.5	26.5	21	95.7	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	142	100	11.9	20	44.4	23.7	68.1
	4	132	99.2	7.6	37	47.9	7.6	55.5
	5	123	100	6.9	37.1	44	12.1	56
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	166	100	8.4	34.4	38.3	18.8	57.1
	4	153	100	13.4	23.9	48.6	14.1	62.7
	5	150	100	12.5	43.8	36.8	6.9	43.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	142	100	20	45.2	20.7	14.1	34.8
	4	131	100	19.3	47.9	19.3	13.4	32.8
	5	123	100	17.2	36.2	19	27.6	46.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	166	100	22.1	33.1	24.7	20.1	44.8
	4	153	100	19.7	33.1	21.8	25.4	47.2
	5	150	100	16.7	43.8	19.4	20.1	39.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	70	100	37.5	31.3	21.9	9.4	31.3
	4	131	100	36.1	37	18.5	8.4	26.9
	5	61	100	25.5	36.4	16.4	21.8	38.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	83	100	29.9	27.3	24.7	18.2	42.9
	4	153	100	24.6	30.3	23.9	21.1	45.1
	5	74	100	40	28.6	8.6	22.9	31.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	72	100	14.1	29.6	32.4	23.9	56.3
	4	131	100	17.6	42	26.1	14.3	40.3
	5	62	100	31.1	27.9	18	23	41
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	23.1	41	16.7	19.2	35.9
	4	153	100	21.8	33.8	23.9	20.4	44.4
	5	76	100	33.8	36.5	8.1	21.6	29.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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